MI 3-

The whole point of this chapter is about how we can observe the multiple intelligences that students have in the classroom. The chapter impacts me as a teacher because it has so many different strategies on what teachers have done and what works. I have a few disagreements about somethings because I think some of school policies and what is politically correct, or morally acceptable has changed since 2009. I personally believe that logging my observations of students, or keeping mental notes will be way more effective than taking pictures of kids acting out, or in their intelligences. I think some parents may have an issue if I take a picture of their kid fidgeting or talking out of turn opposed to writing it down and keeping it to my self. The reading said that there is no better tool than the tool of observing. This means you cannot just test a kid and say oh I know this kid is interpersonal, you actually have to experience it. I need to keep in mind as a teacher that most kids have more than one intelligence that they have strengths in. As a teacher we have to accommodate for the students needs because they are going to basically say through body language and other actions that “this is how I learn, teach me this way or I’m going to do it my way”. The other ways that I would utilize as a professional would look at school records. You can find all sorts of stuff from records like the big factors like home life and other things in school files that kids may not tell you. The other way I would like to document my learners is the checklist they included in the chapter.